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ABSTRACT

Five activity booklets are presented for implementing Project EAGLE, an enrichment program for gifted and talented primary-level children. The first booklet, "Sound," contains four activity pages to accompany teaching of the concept that sound is transmitted through air to the ear. The "Groups 1" booklet provides nine enrichment activities involving classification of people and objects into groups based on variable attributes. "Geoboards 1" illustrates 10 geoboard shapes for students to copy on their geoboards and on paper. "Animals 1" presents five activities dealing with the different habitats of animals (air, land, and water.) "Dinosaurs 1" identifies dinosaurs and classifies them as herbivores, carnivores, or omnivores in six enrichment activities. (JDD)

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Project EAGLE

(Early Academic Gifted Learning Experience)

SOUND

A Program for Gifted and Talented Students (Grades K-3)

Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

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EC300166

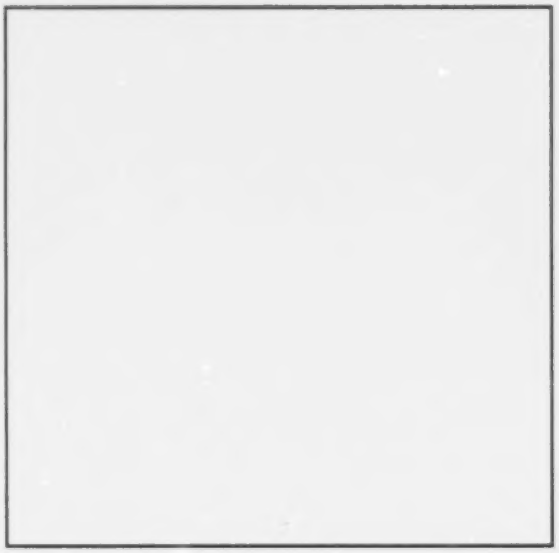
SOUND

Name _____

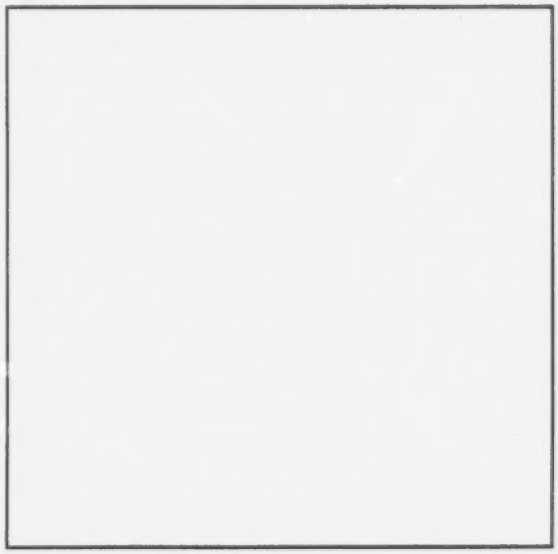
Date _____

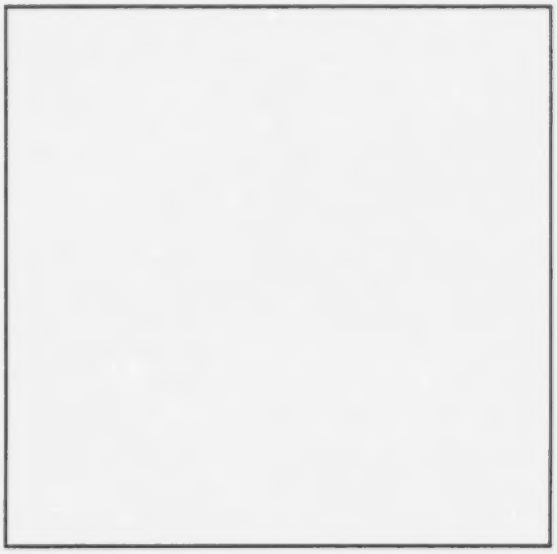
1.

Draw pictures of two things or animals that make sounds you like to hear.



Draw pictures of two things or animals that make sounds you don't like to hear.





Instructions:

Color the pictures on page 3. Cut out only the pictures of things that make sounds and paste them in the box on page 4.

SOUND: Teaching Notes

PROJECT EAGLE booklets are centered around multi- and inter-disciplinary thematic concepts. The booklets are designed to be an accompaniment to the concept which should be introduced, reinforced and extended by the teacher during the period of study. Please see the Curriculum Guides in Project EAGLE Manual for more information.

Enrichment concept: Sound is energy transmitted through air to the ear.

Introduction: The teacher presents several objects that make sounds. Students experiment with the objects and discuss the type of sound each makes. The teacher gives a simple introduction to sound energy, vibrations and the ear drum.

Page 1: Self-explanatory.

Pages 2-4: Students decide which objects or animals make sounds and color, cut and paste them onto page four. Student responses may differ depending upon each student's thinking. If pictures seem incorrectly placed, the student should justify his or her response.

Pages 5-6: Self-explanatory.

Extension: Encourage students to make, explore and discuss simple musical instruments. Students could make shoebox guitars, water glasses, whistles etc..

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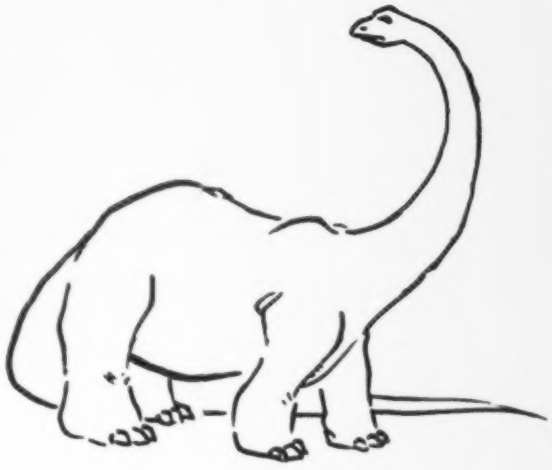
3.

Paste the things that make sounds here.

5.

What kind of sound would this dinosaur make?

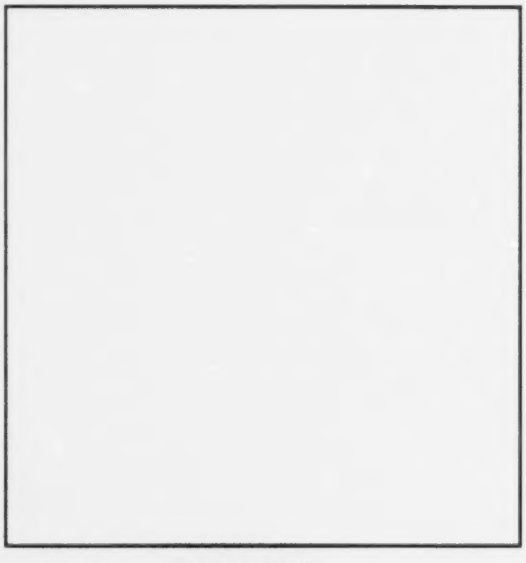


What would the dinosaur say if it could talk to you?

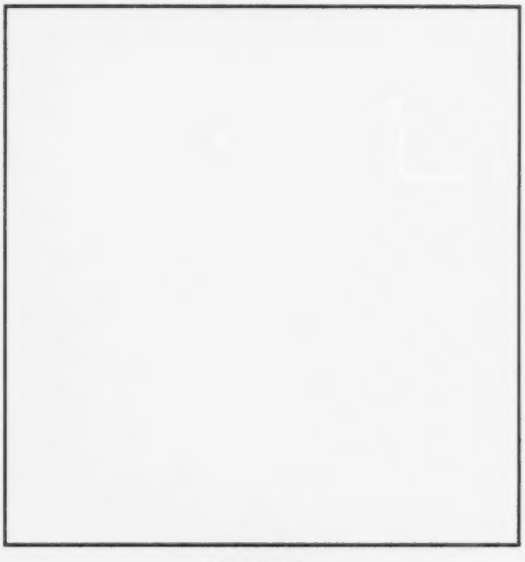
Draw a picture of what you think the following sounds might look like:

WHISPER

GROAN



CRASH



HUM

Project EAGLE

(Early Academic Gifted Learning Experience)

GROUPS 1

A Program for
Gifted and Talented Students
(Grades K-3)

Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

Project EAGLE

(Early Academic Gifted Learning Experience)

GROUPS 1

A Program for
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GROUPS 1: Teaching Notes

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Enrichment concept: People and objects can be classified into groups based on variable attributes.

Introduction: The teacher can discuss how the Project EAGLE group can be classified into different groups. For example: boys, girls, students with brown hair, students with sneakers, etc. Encourage the students to find many ways of grouping the students and items in the room.
Distribute assorted manipulatives and direct the students to group and explain the rationale for grouping.

Page 1: Explain that the first page concerns a group called PLACES. Discuss each place. Who or what could live in each of these places? Accept a variety of answers providing the students can justify each grouping.

Page 2: Explain that sometimes things or people might not fit into a group because something might be different. Which one is different in each row? Answers: Row 1, number 3; Row 2, number 1; Row 3, number 2.

Page 3: Students may have a few items circled or underlined twice depending upon their reasoning. Ask them to explain their choices.

Page 4: Discuss with the students how each row is a group. Instruct the students to draw two more items in each row that would fit into the same group.

Page 5: Students should match the pictures. Depending upon the reasoning process, students may have different matches. For example, the penguin and killer whale are both black and white. Or, a student may match the penguin with the magnet. Also, the birds may be matched together or the parrot and cat matched as domestic animals. Accept reasonable answers.

Pages 6-8: The students try to analyze and match the child's picture with the item. They read the clues, color the pictures and cut out the pictures of the children in the last row. They should paste the appropriate child's picture in the blank space based on information given in the clues.

Page 9: The students should think of a group, draw six things that belong in the group and then name the group.

Extension: Encourage the students to bring in objects that belong in a mystery group and have other students guess the group.

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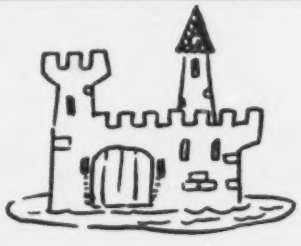
GROUPS I

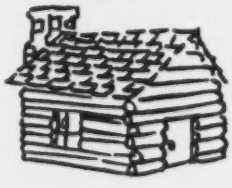
Name _____

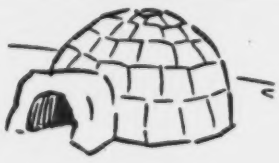
Date _____

1.

Who or what could live in these places?

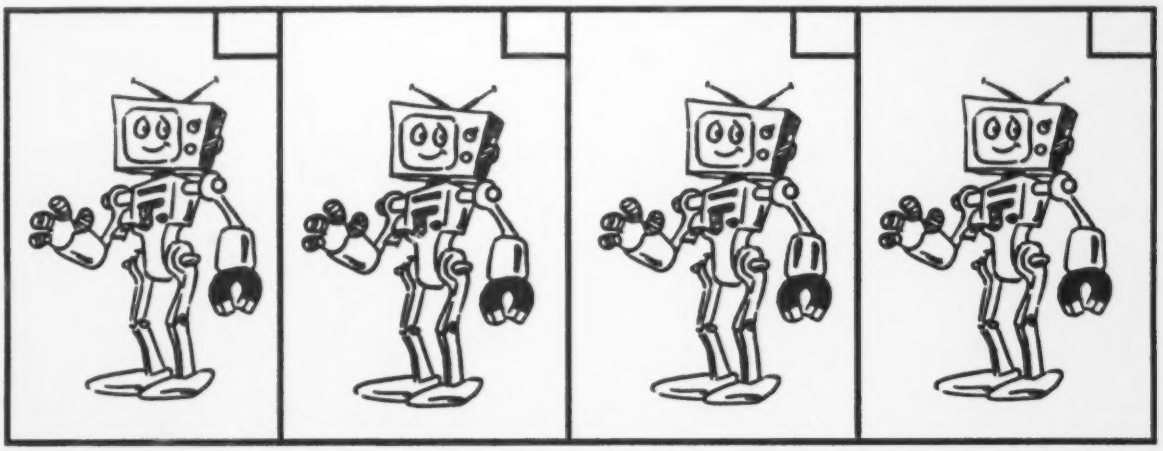


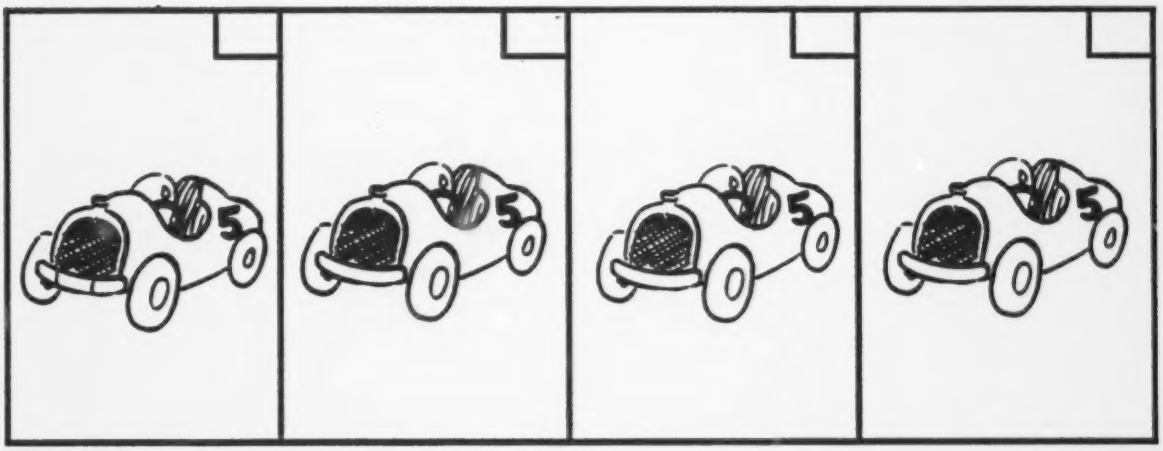


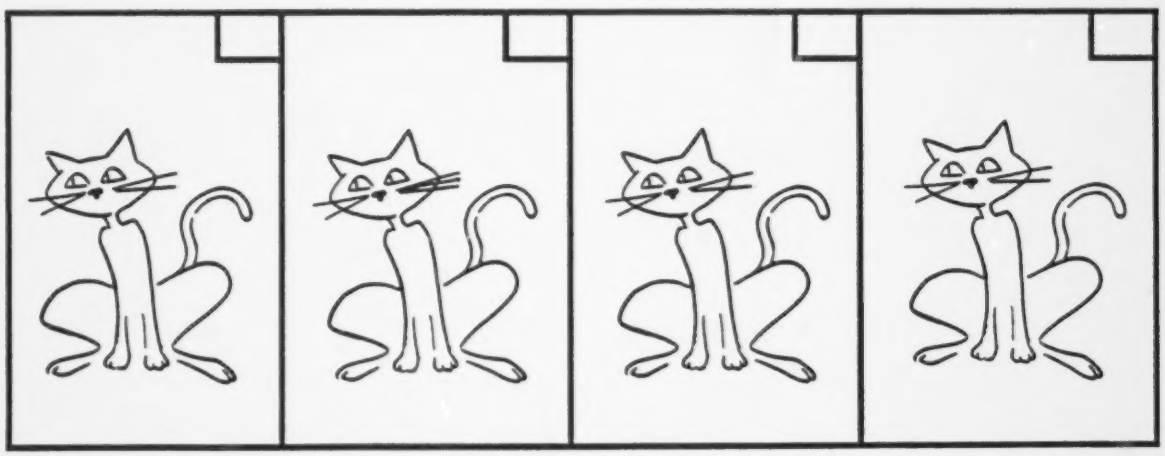


2.

Which one does NOT belong in each group?
Put a mark in the square to show your answer.





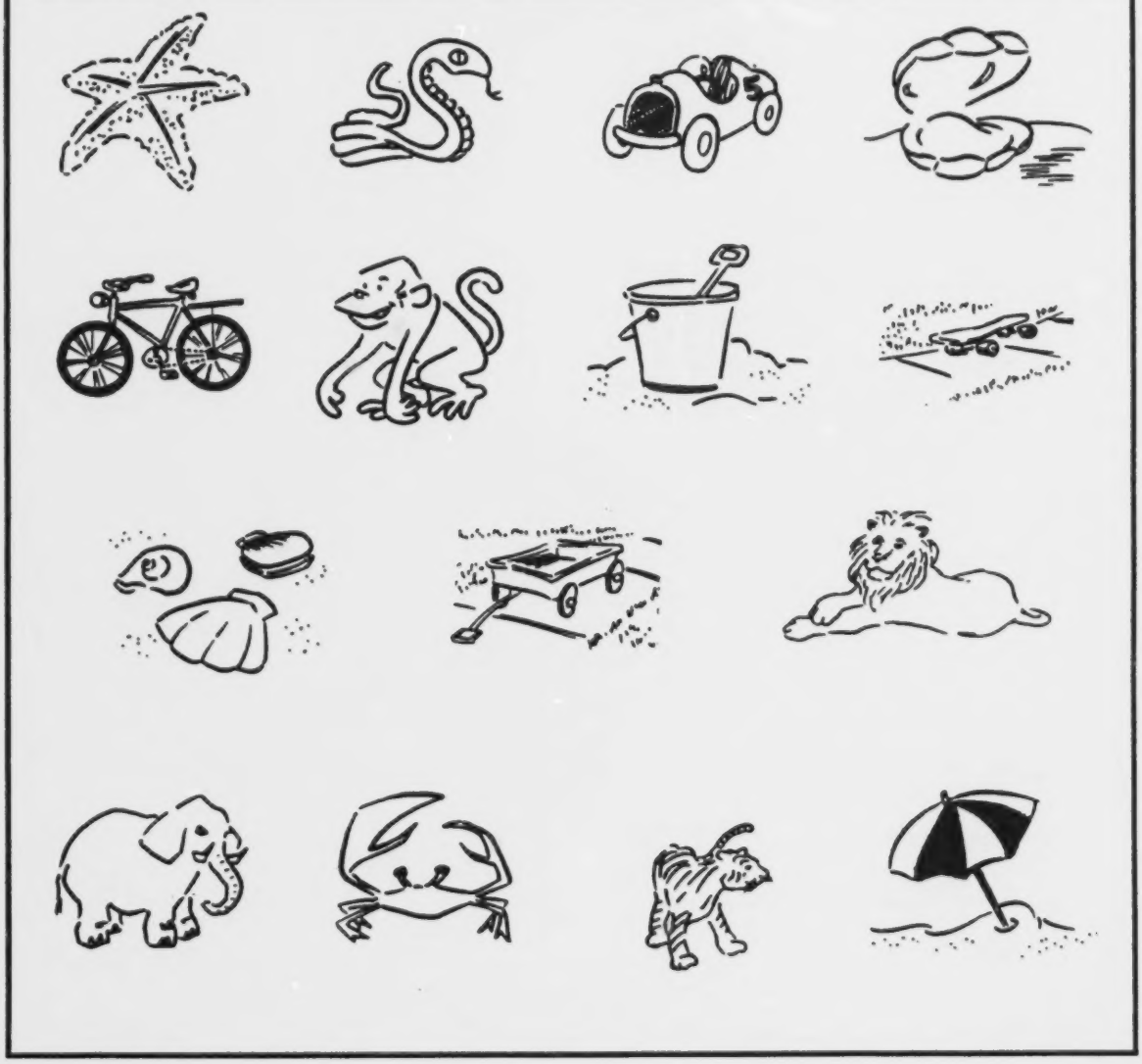


INSTRUCTIONS:

Draw a blue line under the things you might find on a walk at the beach.

Draw a green circle around the things you might find on a walk in the jungle.

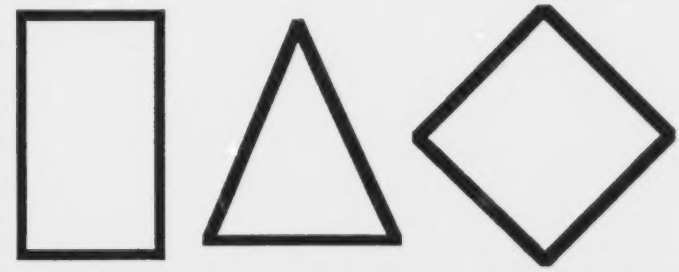
Draw a red X on the things you could use if you didn't want to walk.



INSTRUCTIONS:

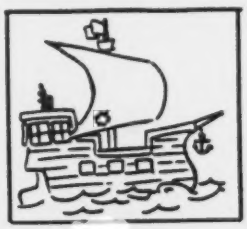
Look at each row. What is the same about each group? Draw two more pictures in each row that belong in the group.

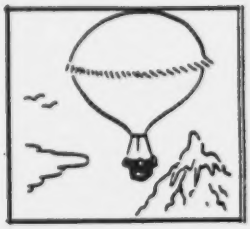
C S O

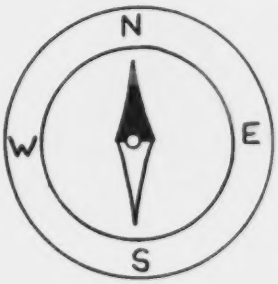


INSTRUCTIONS:

Look at the pictures. Find two things that are the same in some way. Draw a line to connect those things.







INSTRUCTIONS:

Read the clues, cut out the pictures and match the children with their beach things.

1. wants to sit in the shade.

2. is ready to dry off.

3. is going to build a sand castle.

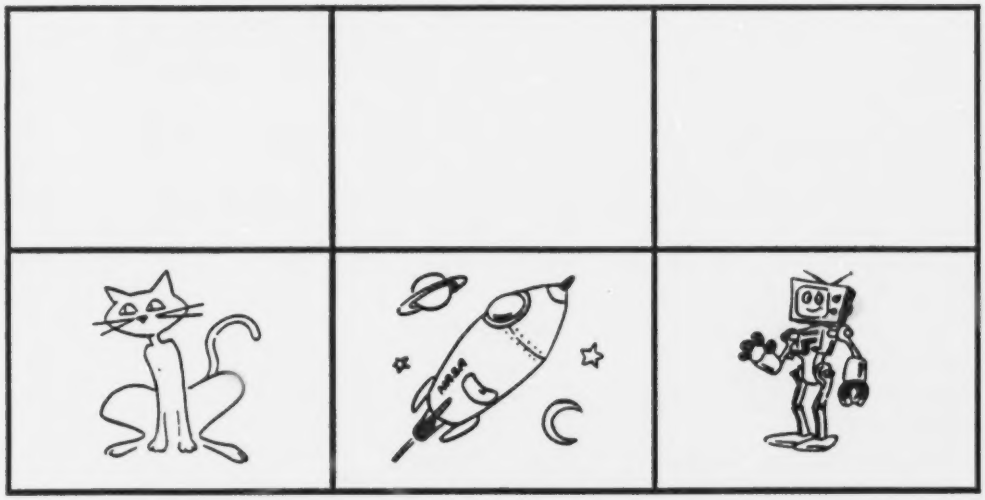
INSTRUCTIONS:

Read the clues, cut out the pictures and match the children with their books.

1. is reading a book about robots.

2. is reading a book about cats.

3. is reading a book about space.

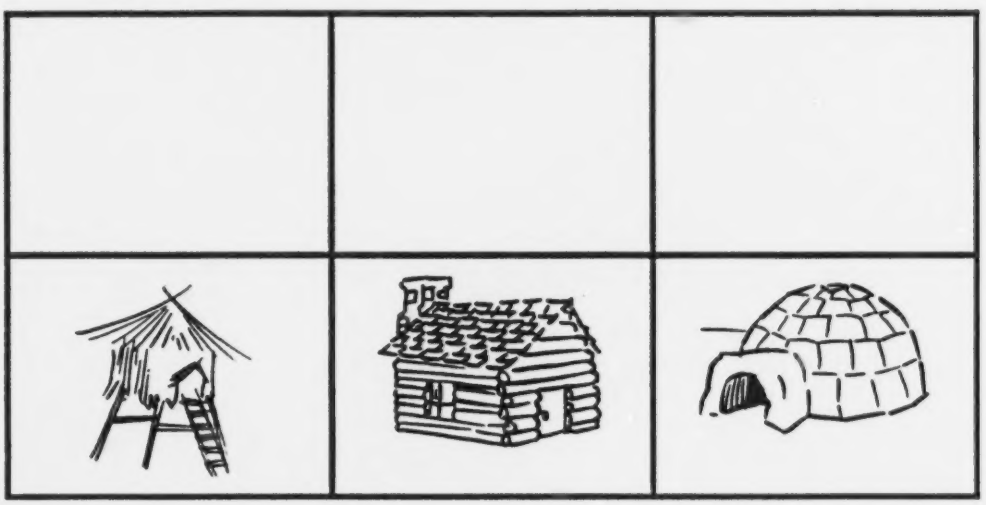


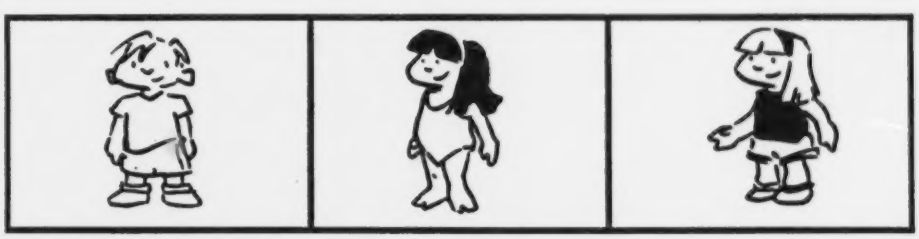
INSTRUCTIONS:

Read the clues, cut out the pictures and match the children with their homes.

1. lives in a home made of logs.

2. climbs a ladder to get to her home.



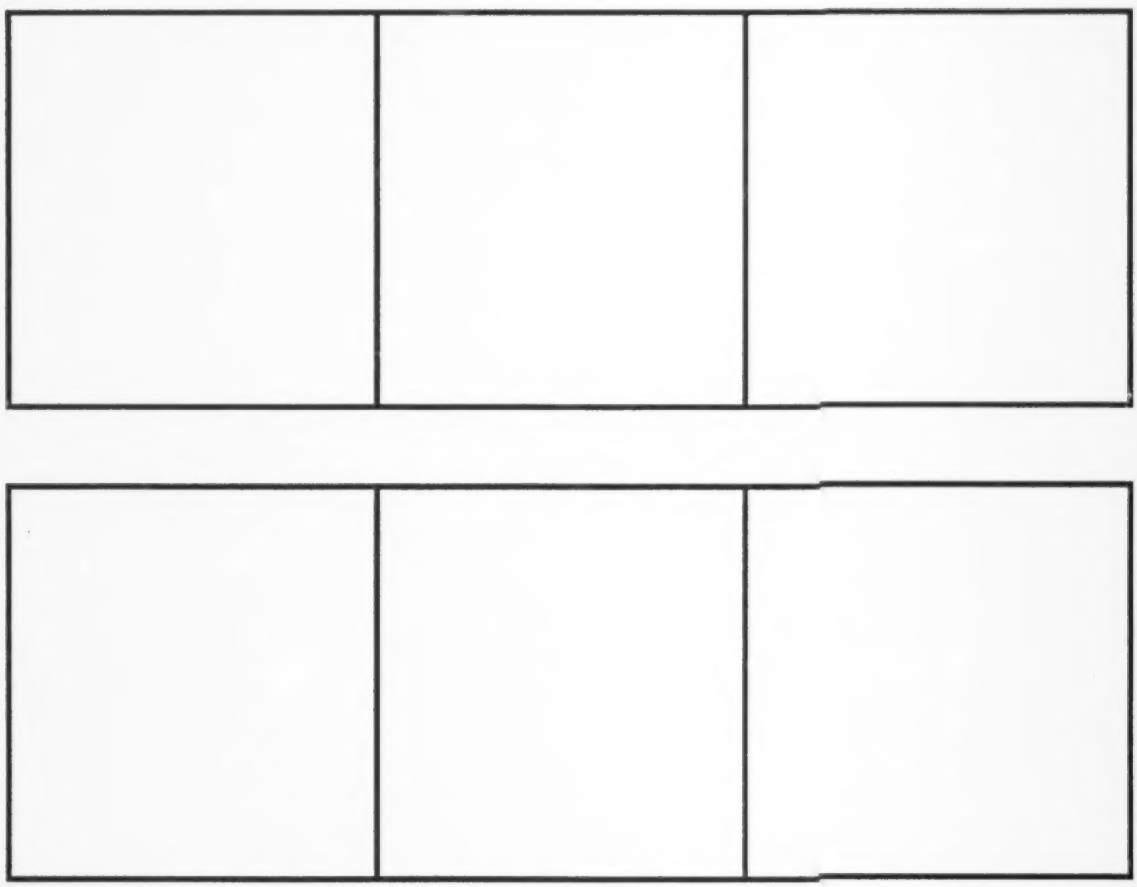


INSTRUCTIONS:

Draw six things that belong together as a group.

What is the name of your group? _____

_____



Project EAGLE

(Early Academic Gifted Learning Experience)

GEOBOARDS 1

A Program for
Gifted and Talented Students
(Grades K-3)

Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

GEOBOARDS 1: Teaching Notes

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Enrichment concept: The manipulation problem-solving and recording of geometric shapes (simple to multi-layer designs).

Introduction: Introduce the students to geoboards by permitting free manipulation and discovery. Encourage students to discuss their observations.

Pages 1-2: Instruct the students to copy shape #1 on their geoboards EXACTLY in the position designated on the page. Students then turn the page and record the shape EXACTLY on the answer sheet for shape #1. Students will need plenty of practice recording shapes precisely.

Pages 3-10: Pages are completed in the same way as page one. Design #5 on page five is probably the most difficult and requires patience and practice but most students will be able to complete it precisely.

Page 11: Students will have had plenty of time to experiment with the geoboards. Encourage students to create an original design on their geoboards and record it on this page. Students give their design a title.

Extension: After students have created and named their own designs, copy and distribute the designs for other Project EAGLE students to try.

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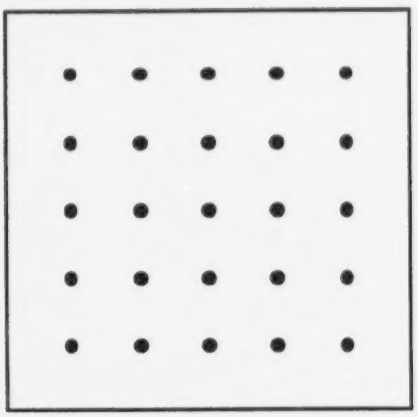
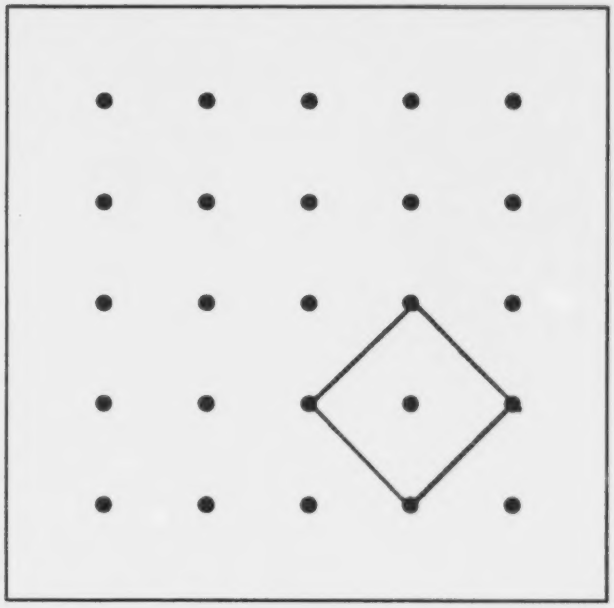
GEOBOARDS 1



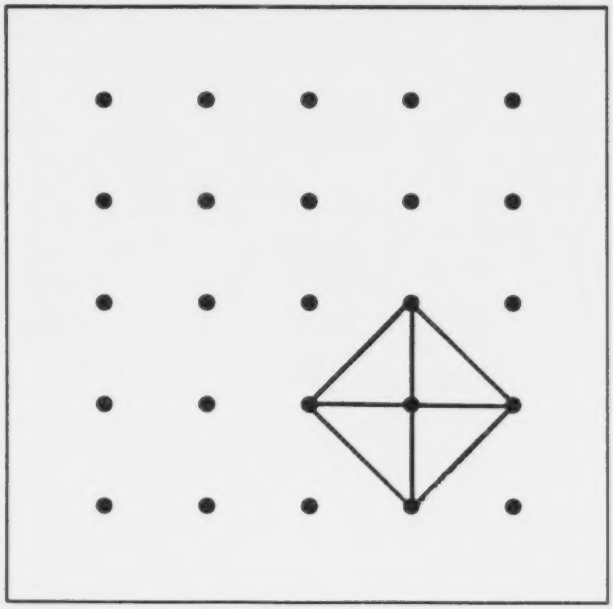
Name:_____

Instructions: copy the shape on your geoboard.

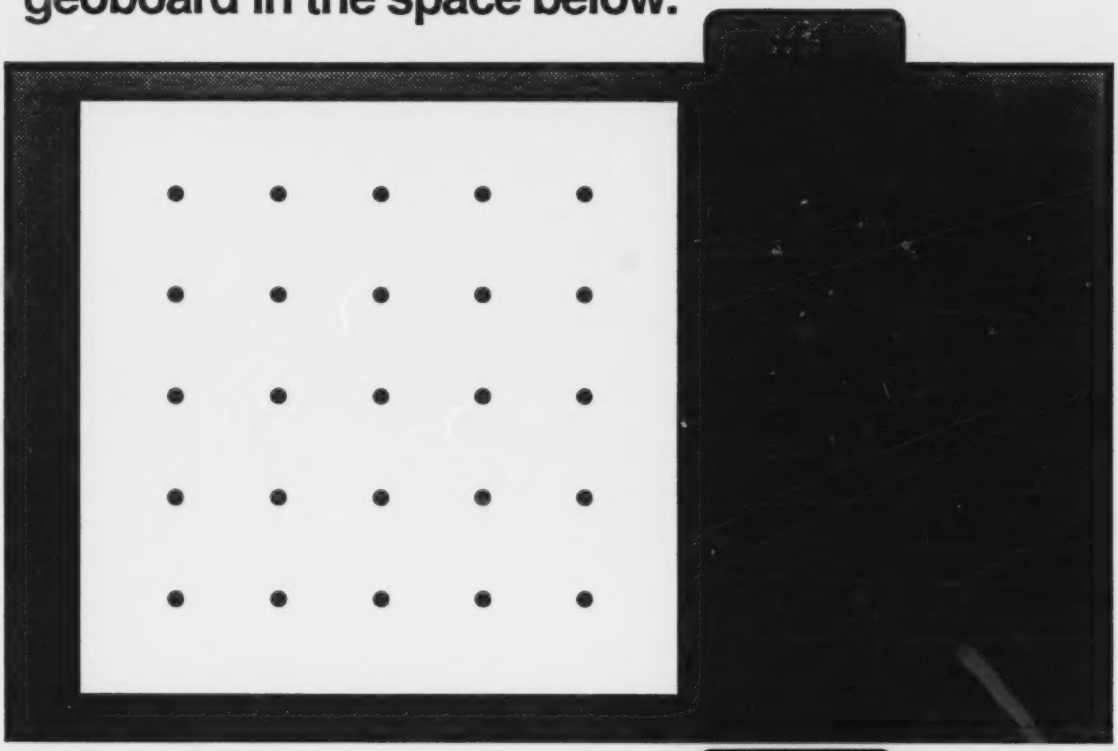
#1

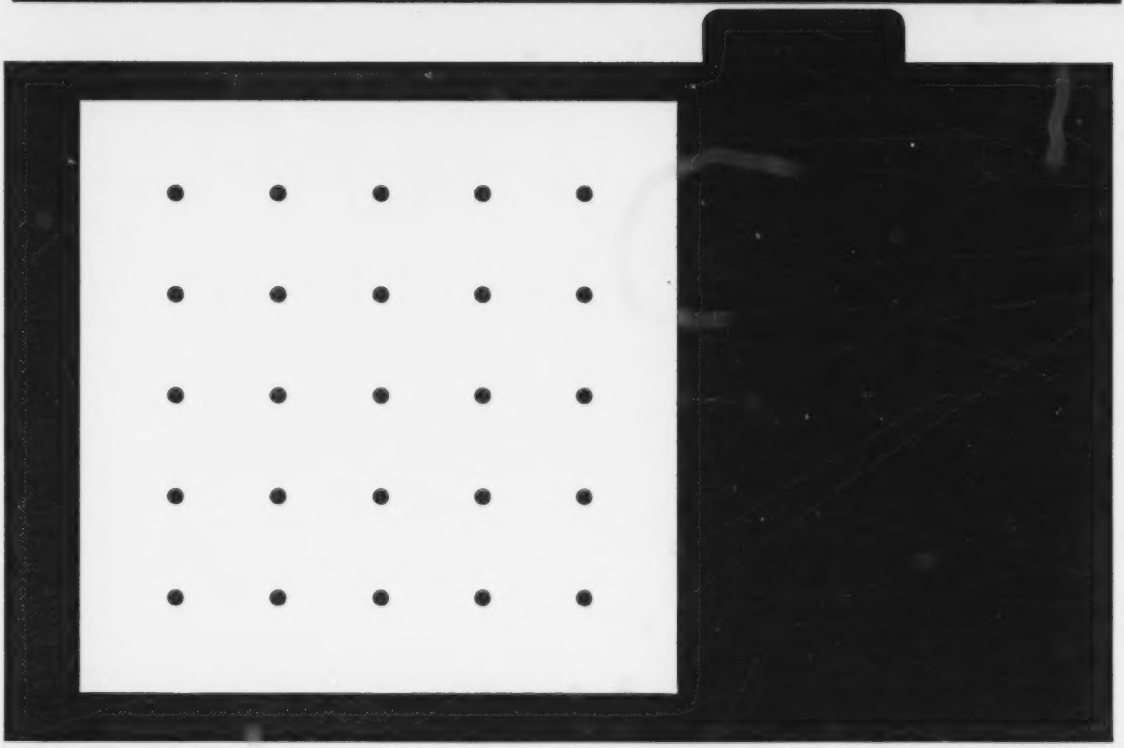


#2



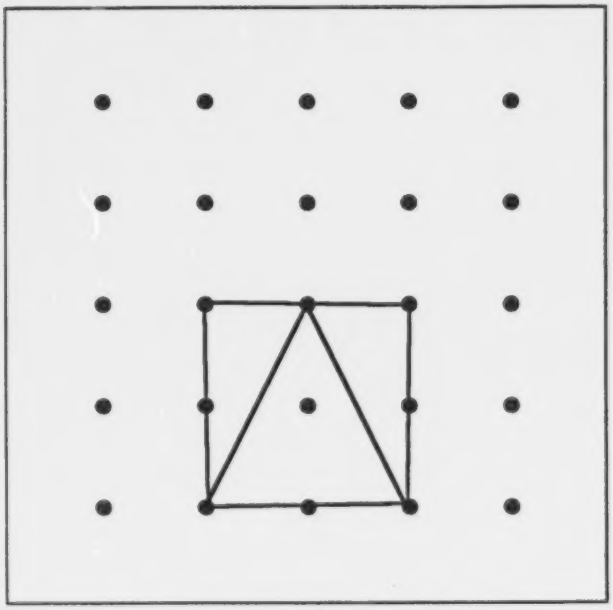
Instructions: draw the shape that is on your geoboard in the space below.



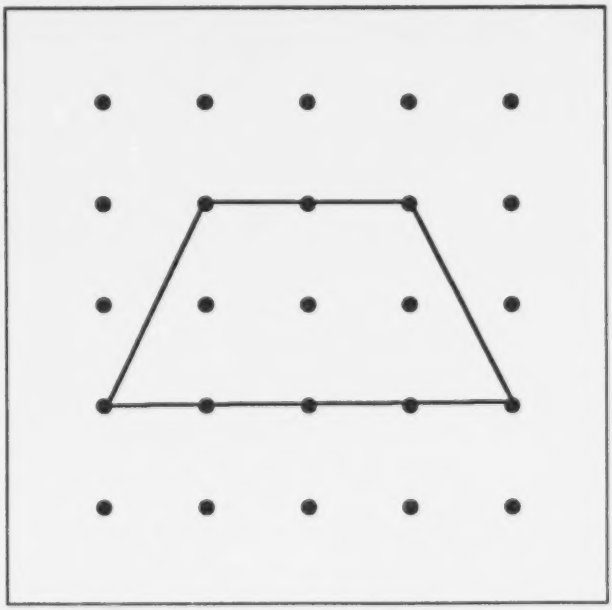


Instructions: copy the shape on your geoboard.

#3



#4



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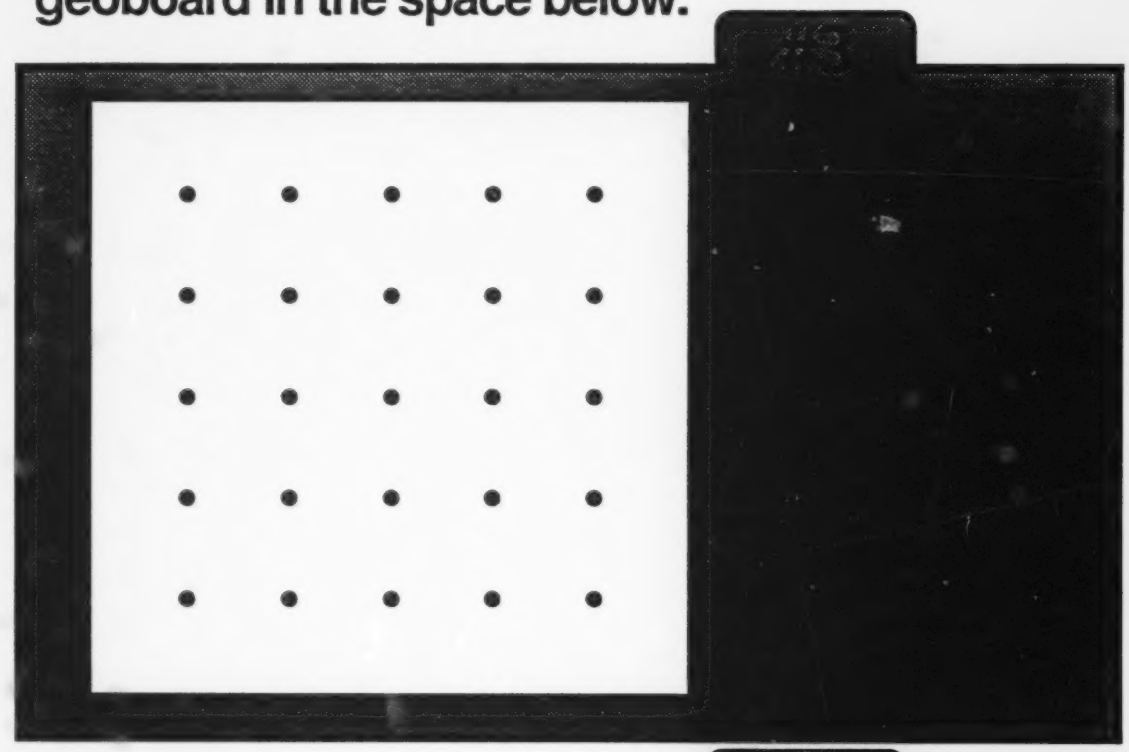
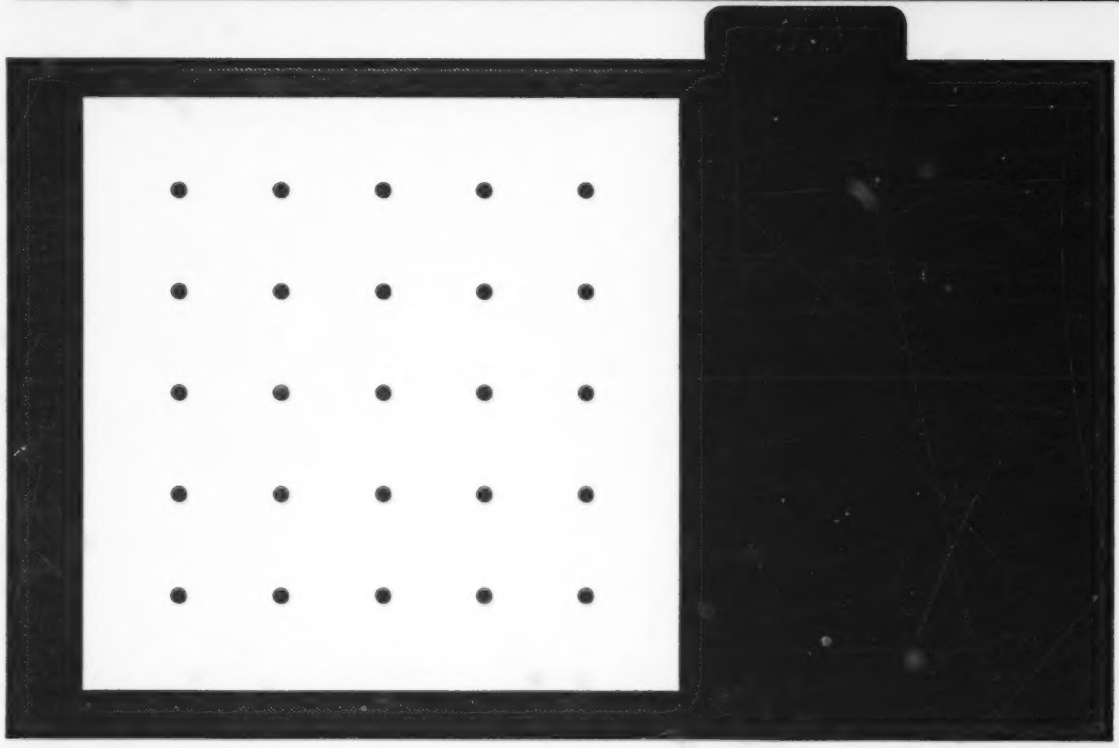
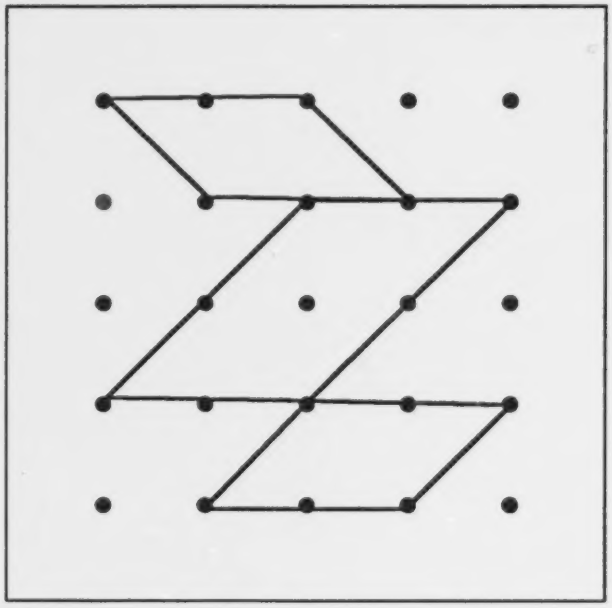


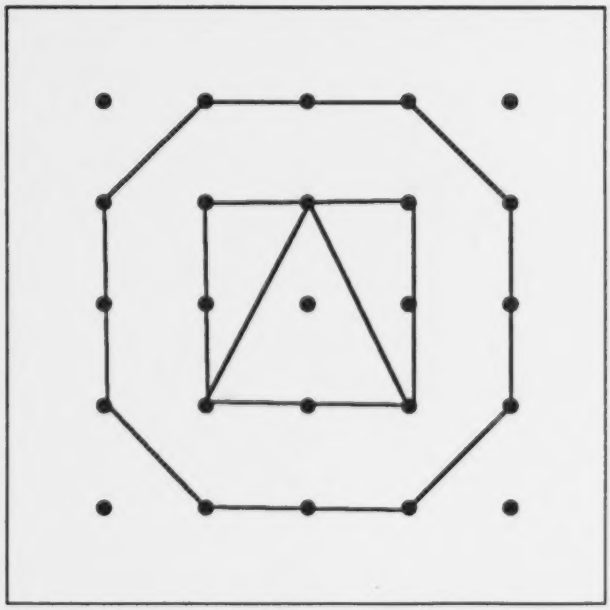


Instructions: copy the shape on your geoboard.

#5



#6



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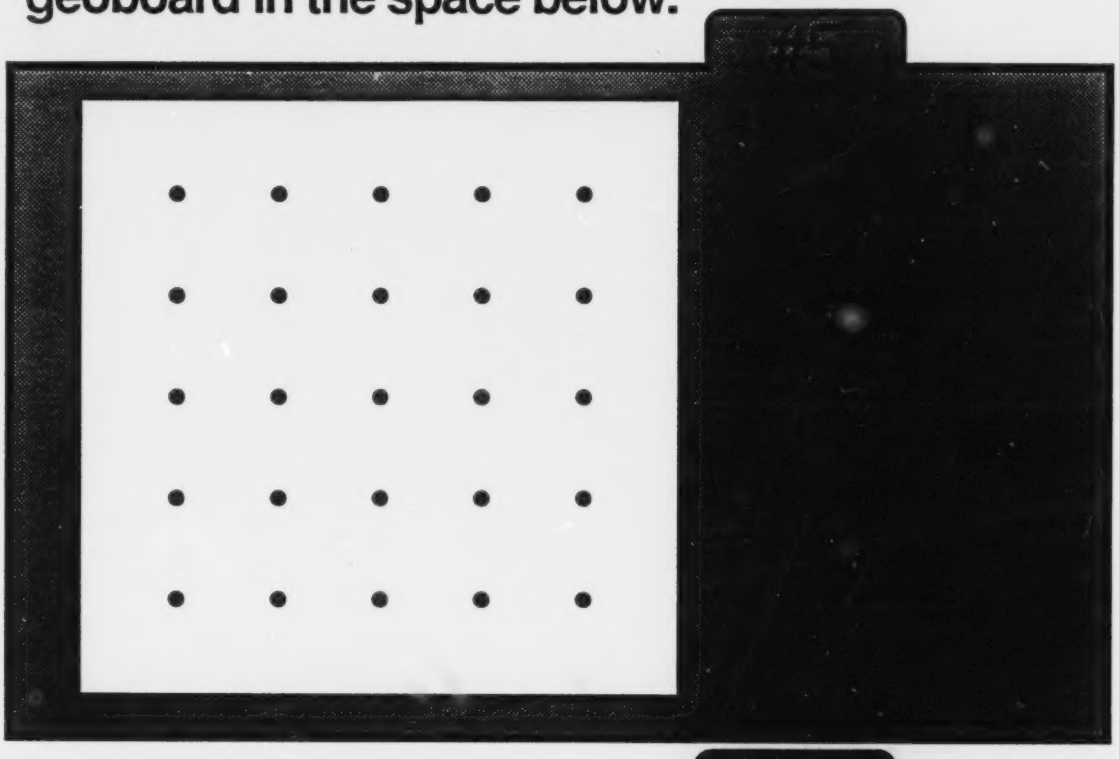
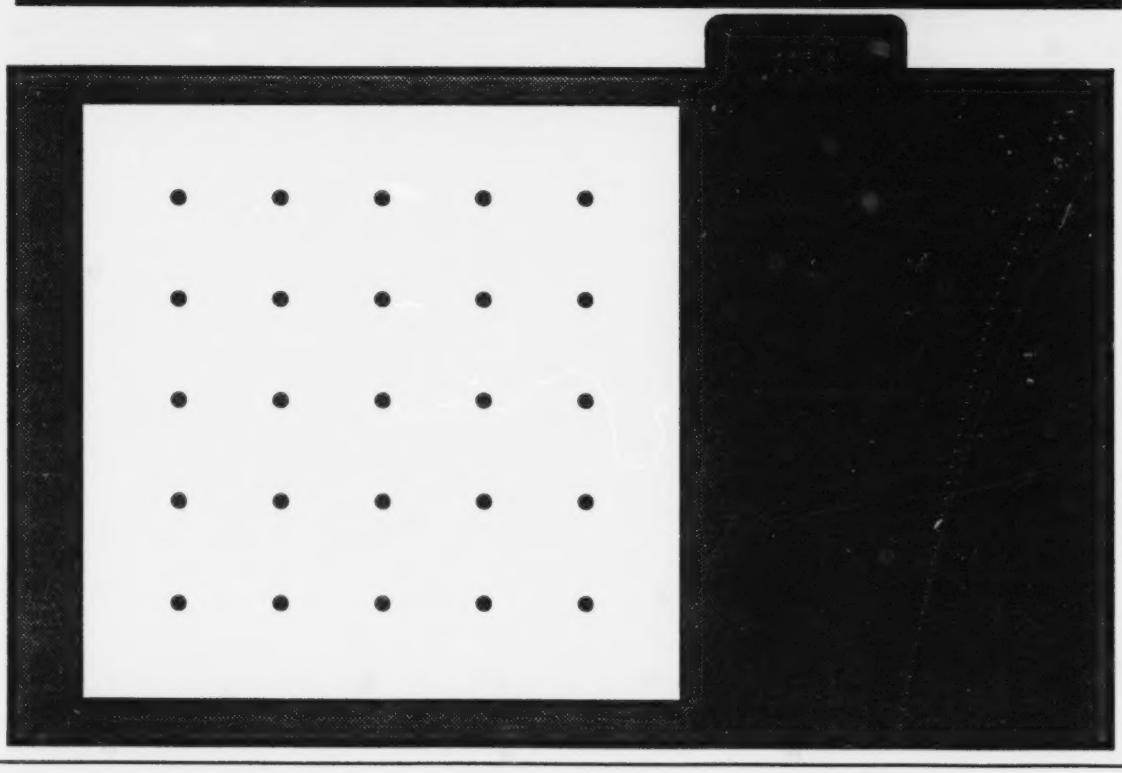
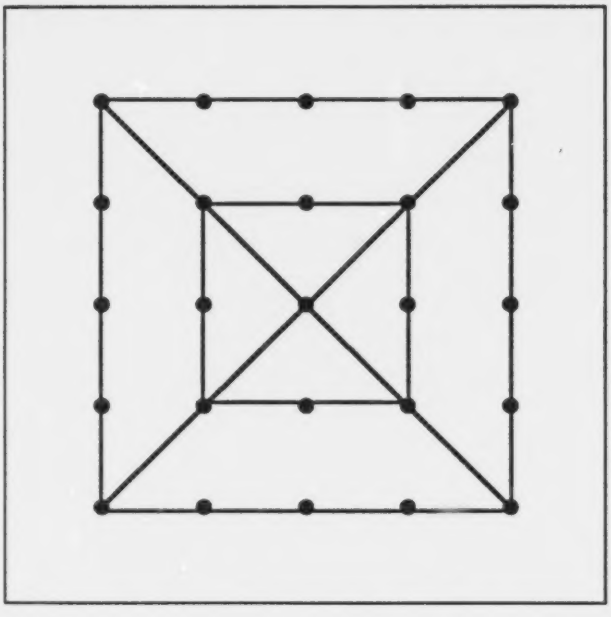




Instructions: copy the shape on your geoboard.

#7



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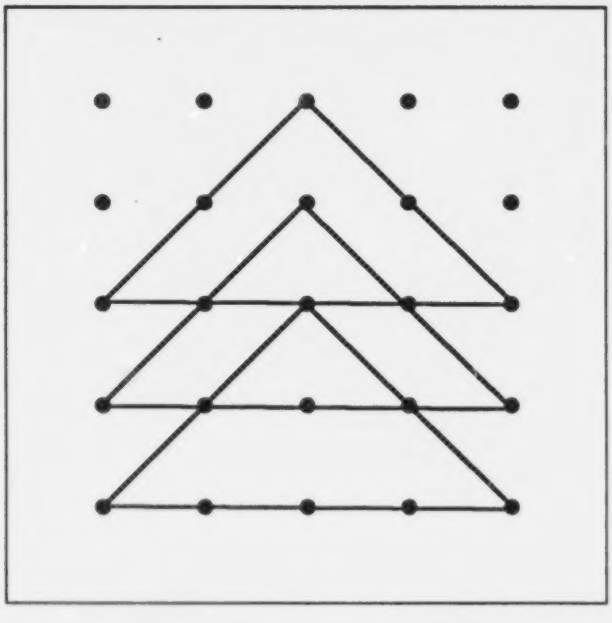
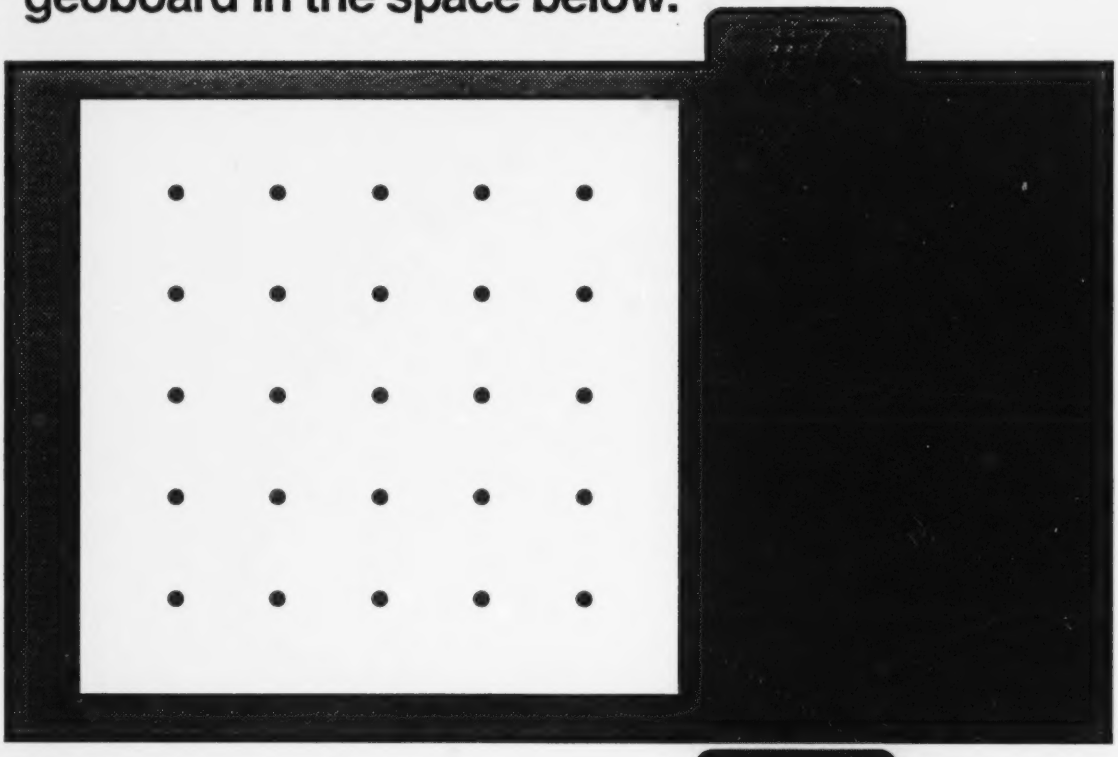
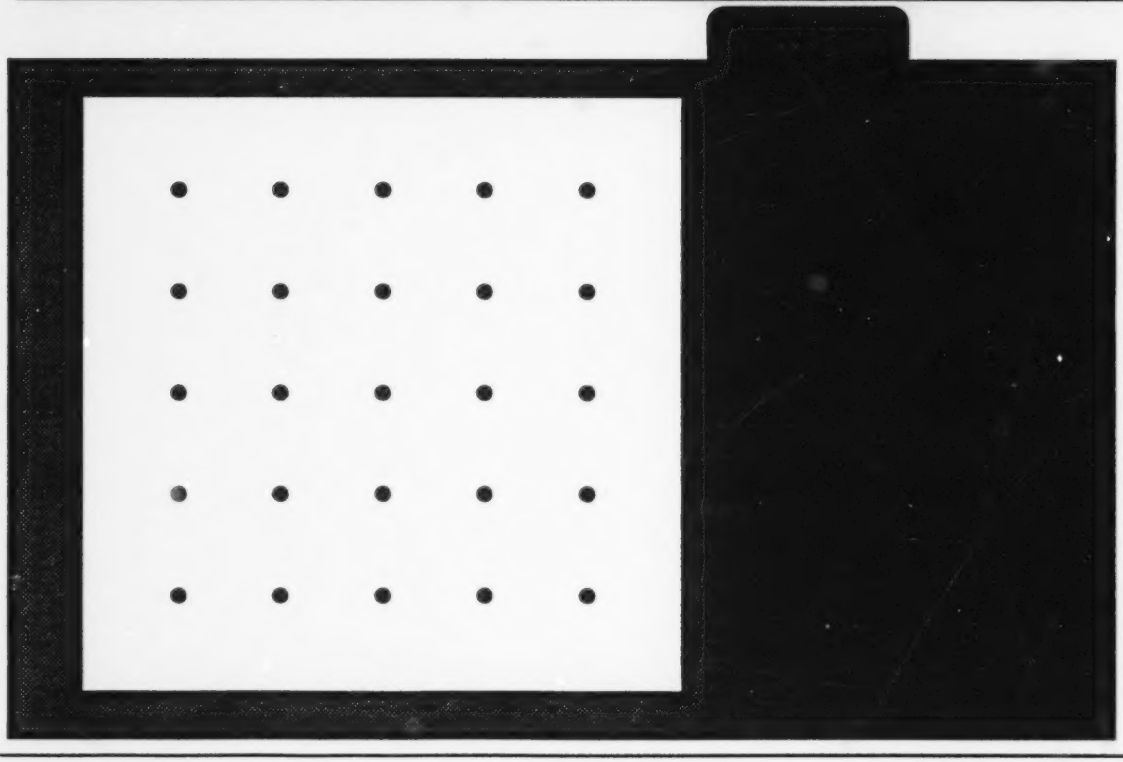


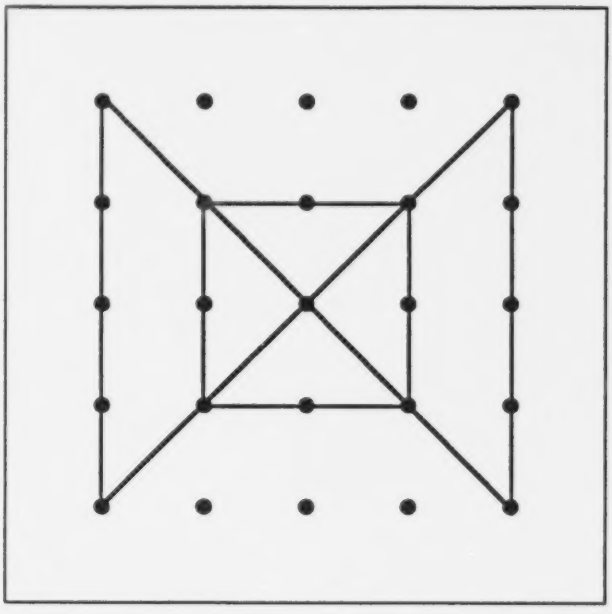
Instructions: draw the shape that is on your geoboard in the space below.



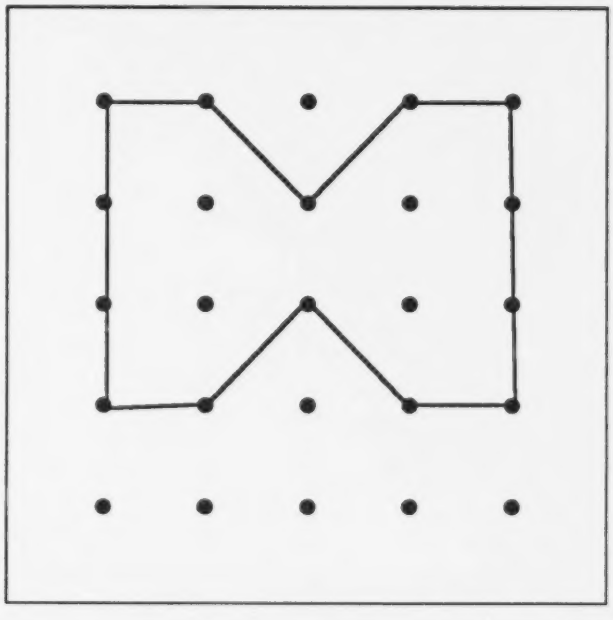


Instructions: copy the shape on your geoboard.

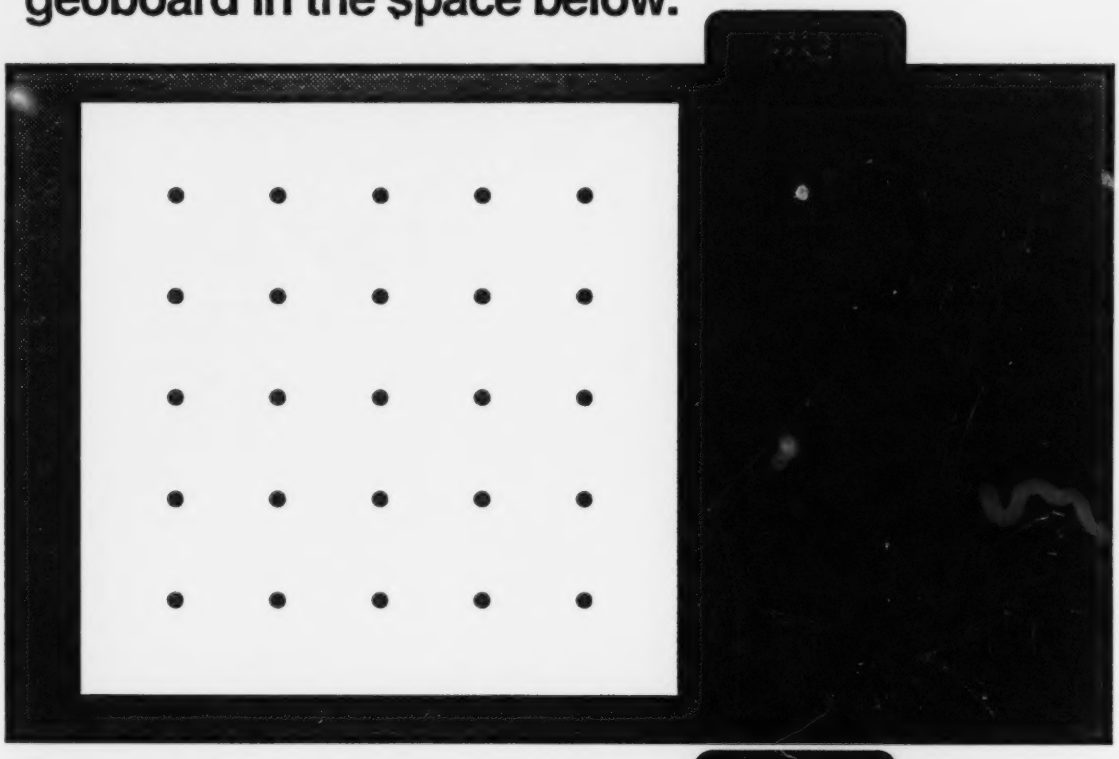
#9

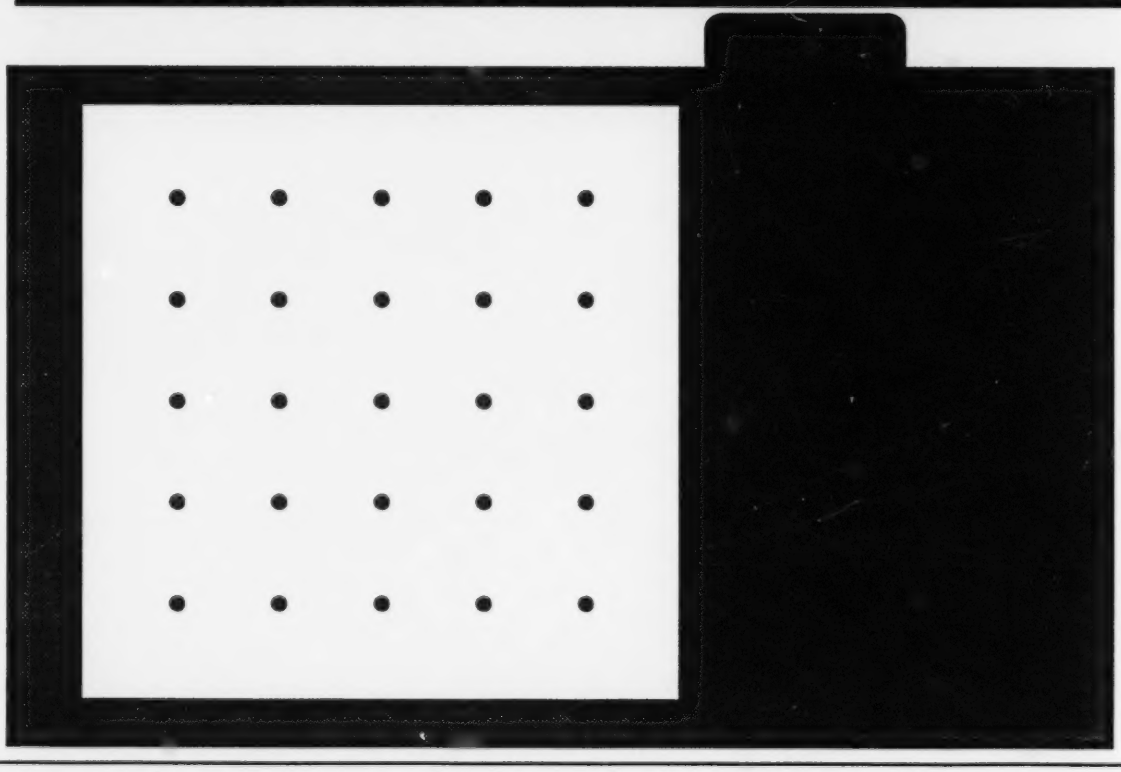


#10

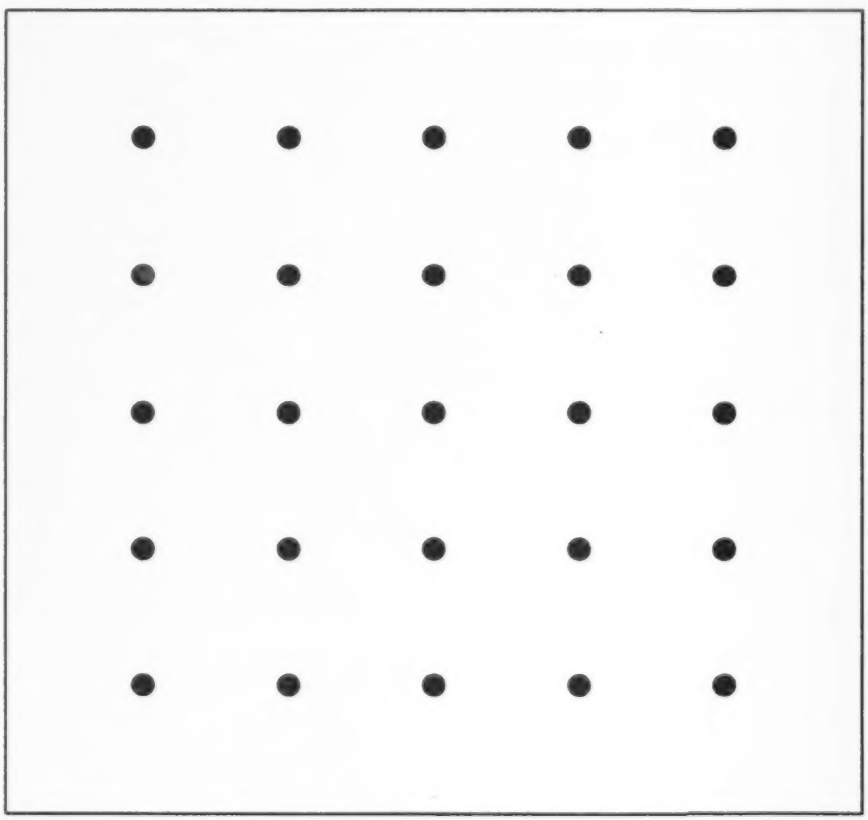


Instructions: draw the shape that is on your geoboard in the space below.





Instructions: Make your own design on your geoboard and then copy it here.



Give your shape a name:

_____

_____

Project EAGLE

(Early Academic Gifted Learning Experience)

ANIMALS 1

A Program for
Gifted and Talented Students
(Grades K-3)

Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

ANIMALS 1: Teaching Notes

PROJECT EAGLE booklets are centered around multi- and inter-disciplinary thematic concepts. The booklets are designed to be an accompaniment to the concept which should be introduced, reinforced and extended by the teacher during the period of study. Please see the Curriculum Guides in Project EAGLE Manual for more information.

Enrichment concept: Animals live in different habitats: air, land and water.

Introduction: The teacher presents pictures of animals in a variety of habitats and discusses each one. Why do some animals prefer certain types of habitats? Does the habitat have any effect on the animal?.

Page 1: Students may need help reading the words. Some students may circle words in a different way. For example: students may have seen goats in a petting zoo or a duck at a wildlife refuge and not associate these animals with a farm. Student answers are correct if the category can be justified.

Pages 2 and 3: Students color, cut out and paste pictures of animals in the appropriate categories. Again, allow some leeway for alternate student responses.

Page 4: The pictures drawn should be appropriate for the particular habitat.

Pages 5 and 6: Teacher and students review the pictures and dicuss them. Students color, cut out and paste pictures for the story and then use any or all leftover pictures to complete the story their own way. Mechanics are less important here than ideas.

Pages 7 and 8: Teacher and students review the pictures and discuss. Students begin and complete the story on their own.

Extension: Students may read about or discuss various animals and decide how the habitat affects the animal's food, safety and habits.

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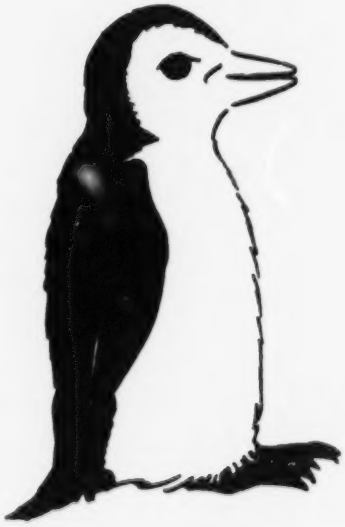
ANIMALS 1



Name:_____

Circle all the animals you would find on a farm. Where would you see the other animals?

---

duck tiger owl

cow pig zebra

monkey goat elephant

giraffe lion cat bear

horse chicken lamb

seal turkey gorilla dog

Color, cut out and paste each picture where it belongs on page 3.

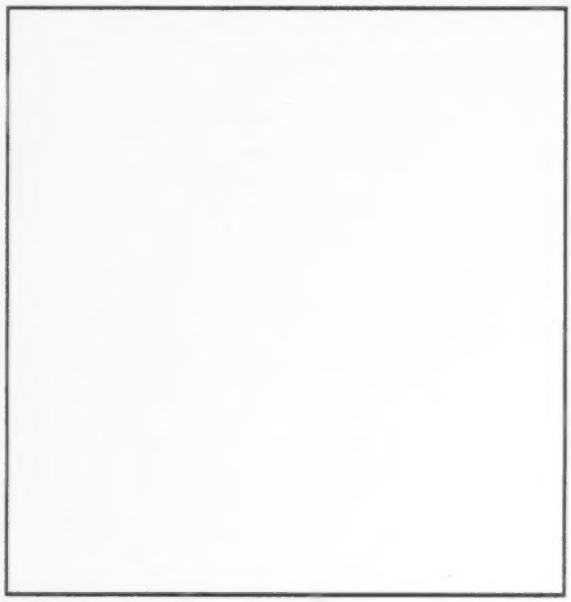
AIR

LAND

WATER

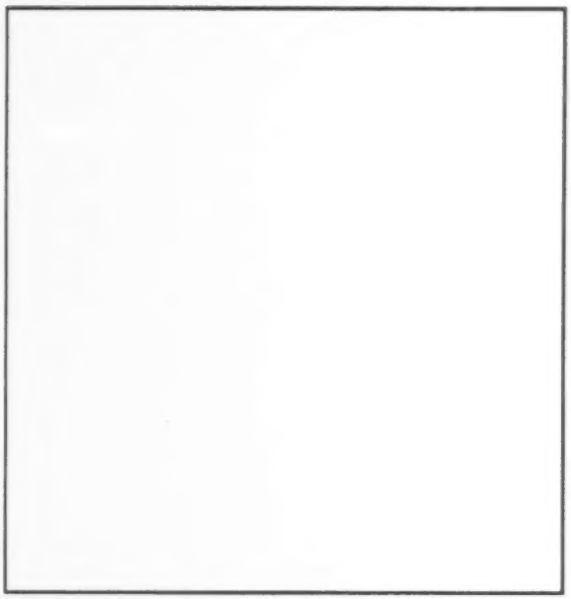
4.

Draw a picture of an animal that would live in each place.



DESERT

BARN



HIVE

NEST

THE JUNGLE

5.

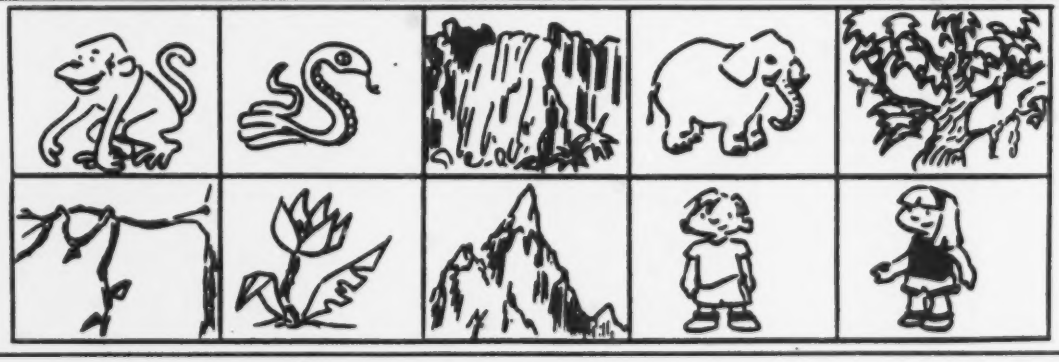
Color, cut out and paste in the pictures below to complete the story.

Hari is a little, brown _____ who lives in the jungle and eats bananas. He has a friend who is a _____

Hari likes to climb on a _____

One day he saw a _____

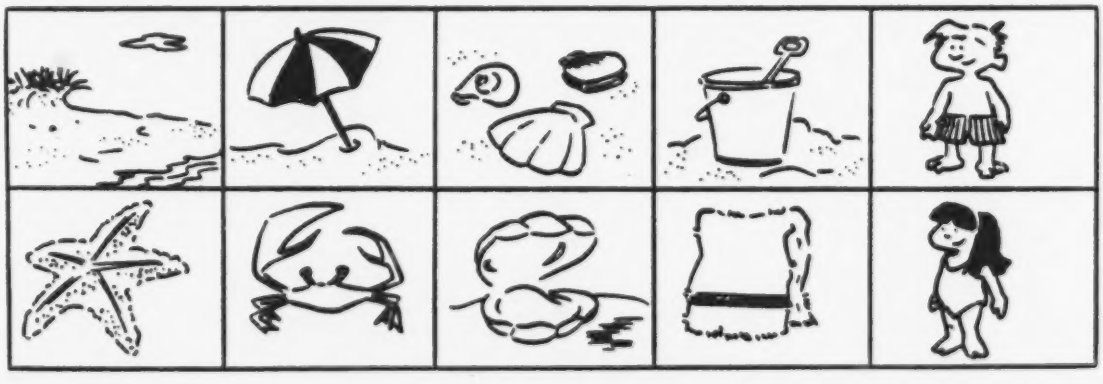
Finish the story on the lines below and on the next page using the rest of the pictures.



6.

7.

Look at the pictures below. Think of a story you can write using the pictures. Use as many of the pictures as you can in your story. Use the next page, too



8.

Project EAGLE

(Early Academic Gifted Learning Experience)

DINOSAURS 1

A Program for
Gifted and Talented Students
(Grades K-3)

Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

DINOSAURS 1: Teaching Notes

PROJECT EAGLE booklets are centered around multi- and inter-disciplinary thematic concepts. The booklets are designed to be an accompaniment to the concept which should be introduced, reinforced and extended by the teacher during the period of study. Please see the Curriculum Guides in Project EAGLE Manual for more information.

Enrichment concept: The identification of dinosaurs and classification of herbivores, carnivores and omnivores.

Introduction: The teacher displays posters and pictures of dinosaurs and dinosaur fossils for students to discuss.

Page 1: Using reference books designed for primary grade students, the students find the dinosaurs pictured on page one. Students should write in the dinosaur names. From left to right on the page, the dinosaurs pictured are: diplodocus, archaeopteryx, apatosaurus, trachodon, stegosaurus, triceratops, tyrannosaurus, elasmosaurus and ankylosaurus.

Page 2: Discuss with the students what is happening in each picture. Students may need teacher help to write about what is happening.

Pages 3-4: Self-explanatory.

Pages 5-7: Students may need help classifying dinosaurs into meat eaters, plant eaters or both. Dinosaur features are important clues; reference books should be utilized.

Page 8: Self-explanatory.

Extension: Students should realize that not all dinosaurs lived at the same time. Using string and index cards, students can make a time line pinpointing the appearance and disappearance of dinosaurs.

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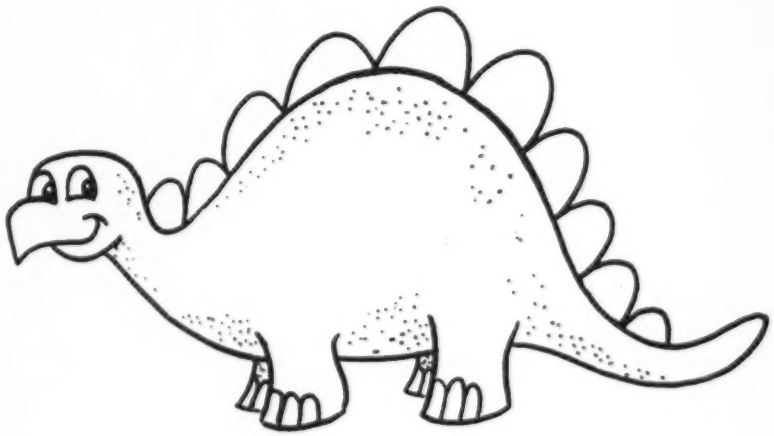
DINOSAURS I

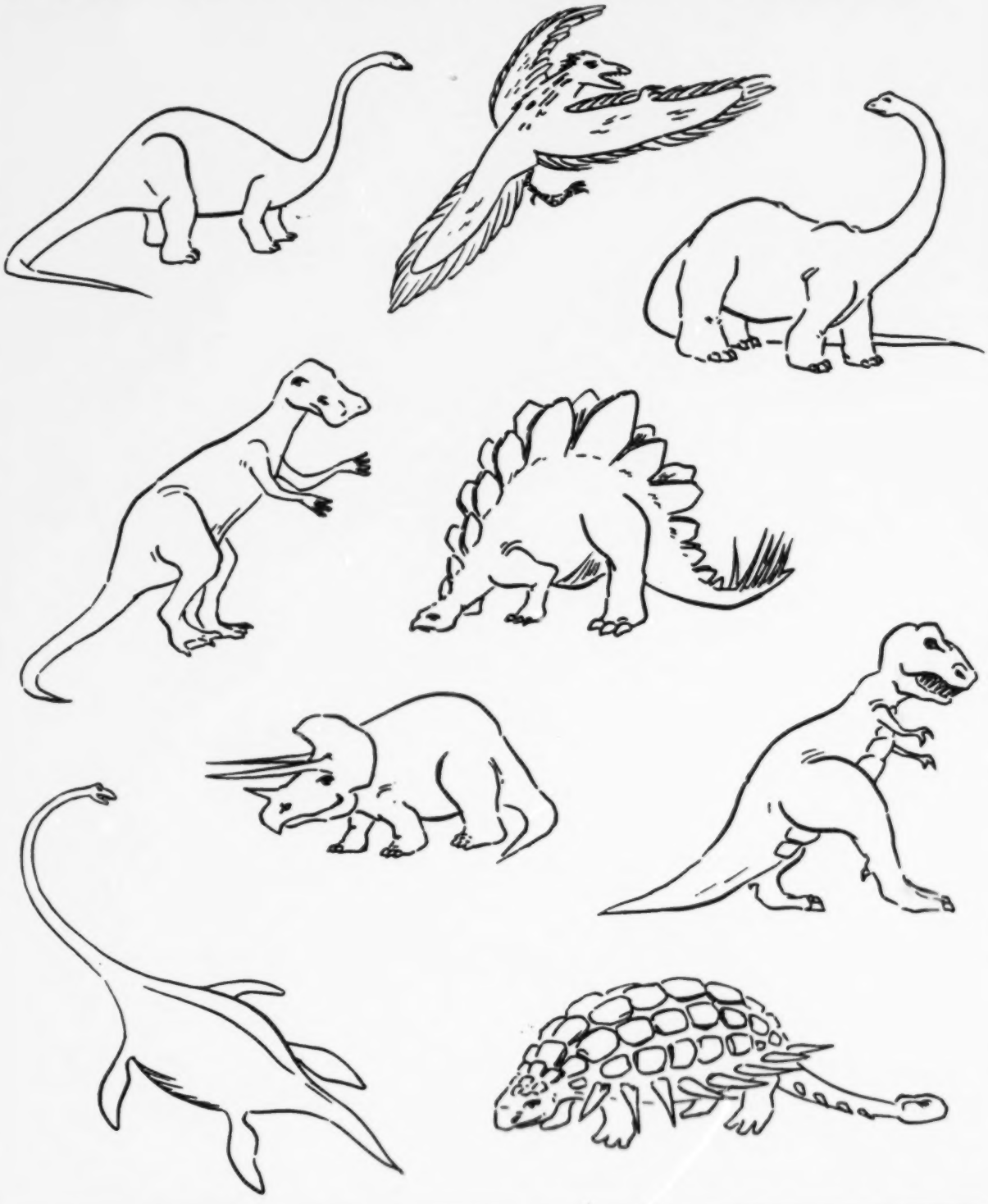


Name _____

Date _____

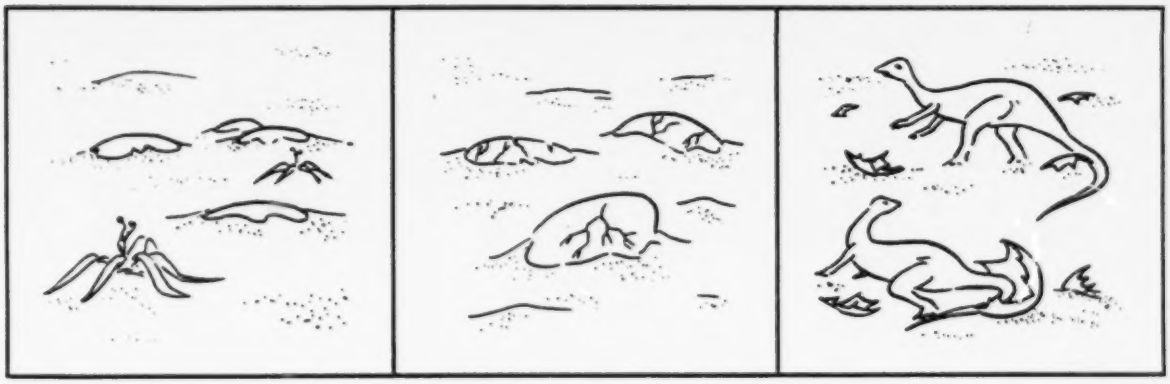
1.

Color and name the dinosaurs.



2.

Look at the pictures and write about what is happening.



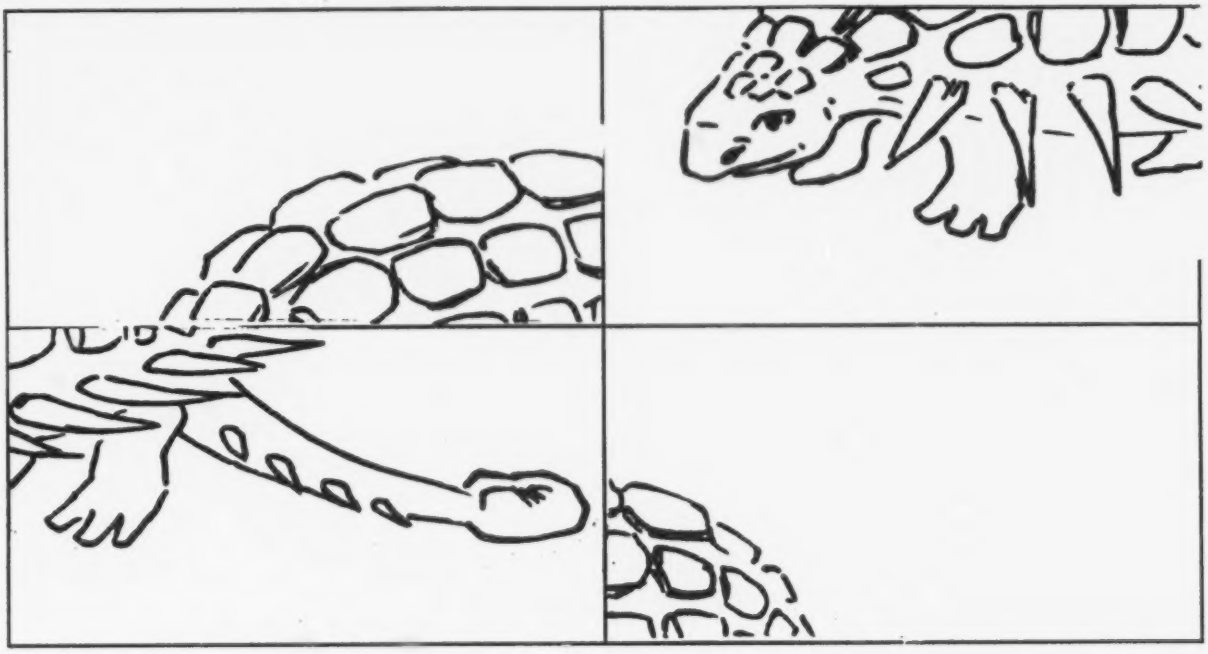
3.

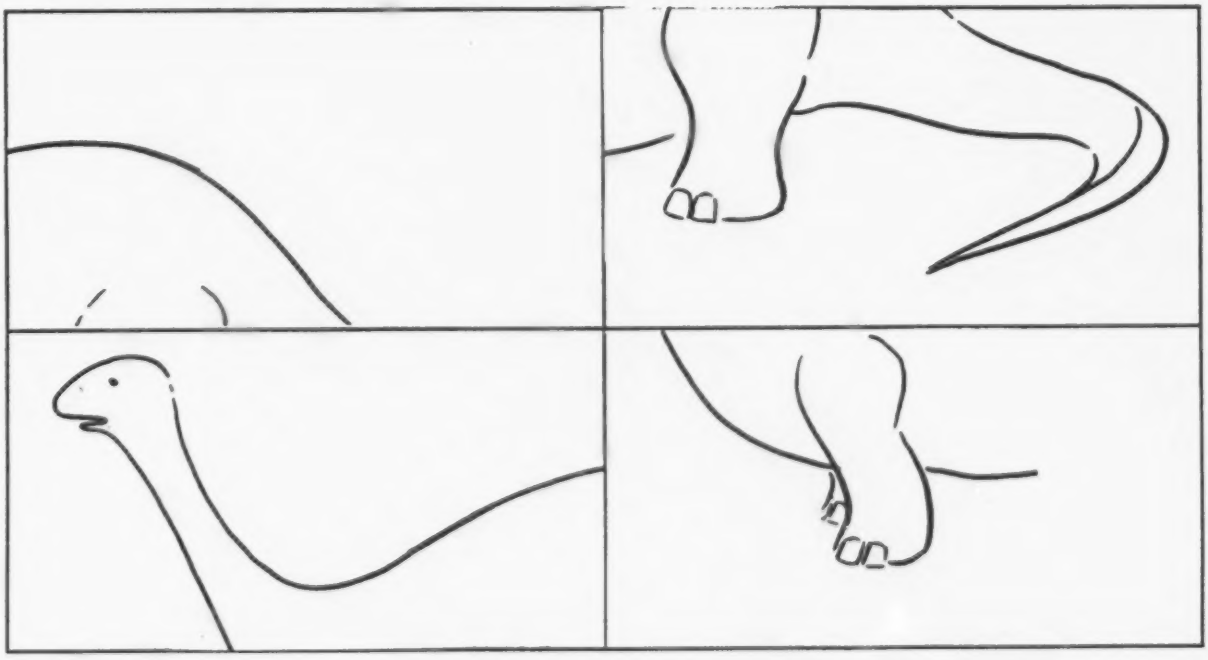
Draw a place where "Dino" can go to do the following things:

TO THINK	TO HAVE FUN
TO GO ON VACATION	TO LEARN

4.

Color, cut and paste the dinosaur together.





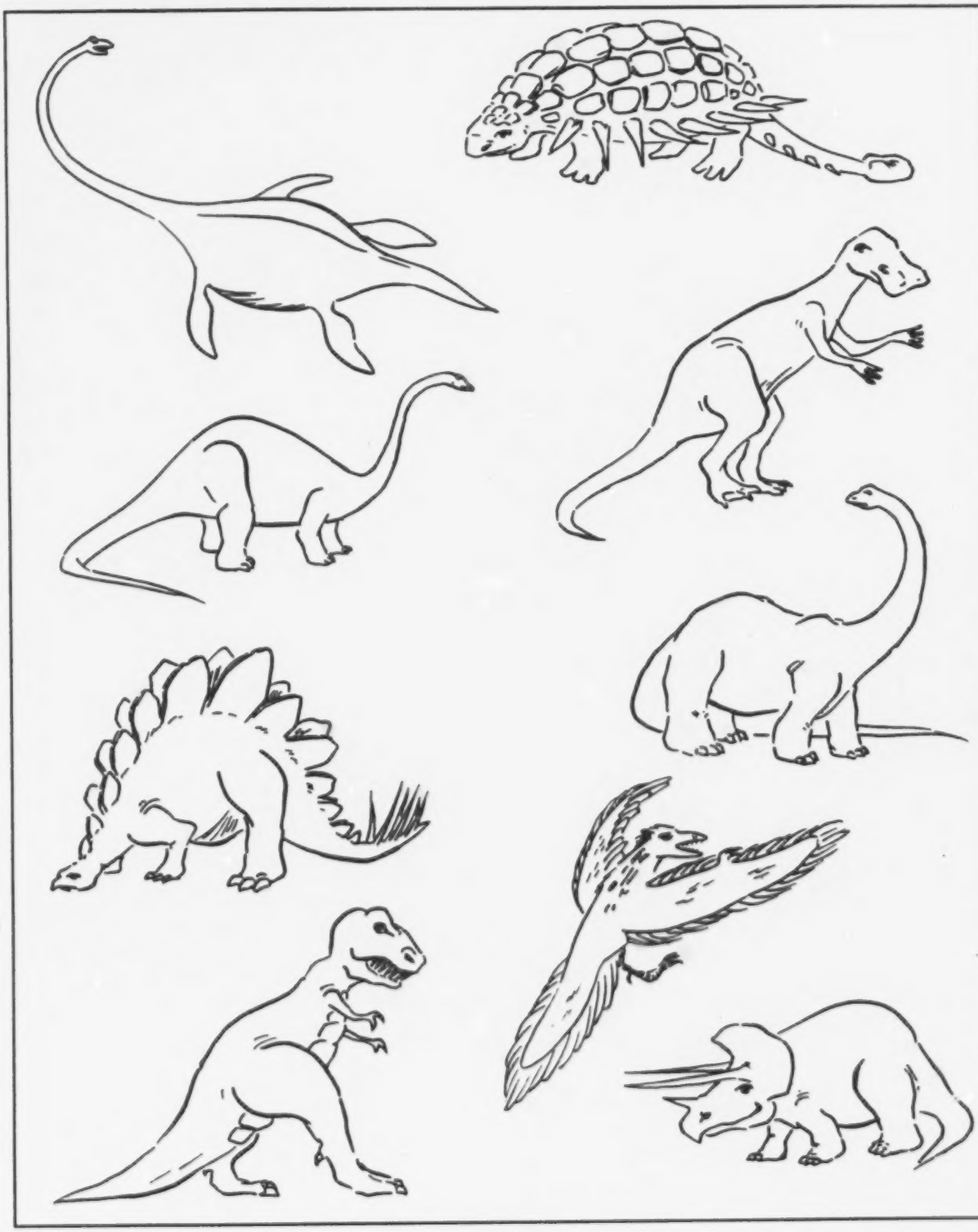
Instructions:

Most dinosaurs were plant-eaters, but some were meat-eaters.

Color the dinosaurs on page 6 , cut them out and paste them in the correct space on page 7.

Dinosaurs

6.



7.

Meat-eaters

Plant-eaters

8.

What pictures can you draw using these dinosaur eggs?